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ABSTRACT

The Aides to Career Education (ACE) Program employs instructional aides to help disadvantaged vocational education students in Los Angeles develop positive attitudes toward education and employment, more cooperative behavior, pride in their course work, efficiency in completing assigned tasks, and improved attendance. In 1975-76 (the fourth year) there were 289 aides assigned to 49 high schools and 1 regional occupational center plus 13 counselor aides in 13 urban impact schools. The (1975-76) evaluation included analysis of quantitative data, administration of questionnaires to certificated, classified, and student personnel, and onsite visitations by project administrators. Findings indicated that the program was effective in meeting its overall goal of increasing individual assistance to disadvantaged students. The program had a generally positive effect on the students assisted, especially on the slower ones. The greatest efforts of the aides were in the area of direct assistance to students. Project objectives for median ratings of 3.0 or more (on a 1-4 scale) were met in all areas and were higher than in the previous year; attendance of students in classes with ACE aides was also higher. Monthly inservice education workshops for development of aides' skills and for acquisition of feedback about the program were found to be generally effective. Provision of career guidance counselors and of teacher-developed instructional materials was found by teachers to be valuable. For the third year the number of hours assigned to each aide and the number of aides assigned to each school were reported to be inadequate to meet student needs. (Data analysis and recommendations are included.) (TA)

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

AIDES TO CAREER EDUCATION, 1975-76: AN EVALUATION

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INTRODUCTION

The Vocational Education Amendments (VEA) of 1968 reflect the concern of Congress for vocational assistance for those who are disadvantaged. The Amendments specify that each state's allotment of Vocational Education Part A funds, and at least 15 percent of Part B funds, be utilized to assist disadvantaged persons. The term "disadvantaged", as stated in the California State Plan for Vocational Education, refers to persons who have academic, social, economic, or cultural handicaps which prevent them from succeeding in regular vocational programs. This classification includes persons whose need for extra educational assistance is a result of poverty, neglect, delinquency, or cultural and linguistic isolation from the community at large; it does not include physically or mentally handicapped persons unless they are also affected by the other handicaps listed above.

The Aides to Career Education (A.C.E.) Program was implemented in the Los Angeles Unified School District as a Vocational Education Amendments Part A Project in December, 1972. The purpose of the ACE Program has been to provide assistance to disadvantaged students in vocational education courses by employing instructional aides to assist in improving the educational performance and in enhancing the employment potential of disadvantaged students. Through the extra assistance received from instructional aides, disadvantaged vocational students were to benefit by developing positive attitudes toward their education and employment outlook, more cooperative behavior with teachers and peers, pride in the quality of their course work, efficiency in completing assigned tasks, and improved attendance. Supplementary instructional materials have also been provided through the program.

During the years between 1972 and 1975 the A.C.E. Program has been funded as both a VEA Part A and a Part B project. In the 1975-76 school year the A.C.E. program was funded with VEA Part B funds, with a special augmentation at midyear.

PROGRAM IMPLEMENTATION

When the program was initiated in 1972, the position classification selected for A.C.E. aides was Instructional Aide because it required expertise in one of the subject fields represented in the participating schools. Thirty A.C.E. aides in twelve high schools and four Regional Occupational Centers (ROC) were involved in the first year program. The typical high school or ROC includes the following vocational departments: Agriculture, Business, Health Occupations, Home Economics, and Industrial Education.

By the third year (1974-75) 63 school sites were involved in the program with a total of some 350 instructional aides. In addition, the program had evolved to the point where 16 specialized classes of instructional aide had been created by the district's classified personnel division. Competitive exams for the various classes of instructional aide were then held, making most aide assignments for the 1975-76 school year on the basis of a promotional eligibility list. In the 1975-76 school year there were 289 A.C.E. aides assigned to 49 high schools and 1 Regional Occupational Center. In addition, 13 counselor aides were provided to 13 urban impact schools by the project.

Prospective aides have been identified by one of two methods. Department chairmen and their staffs have identified former students who possessed the necessary skills to serve in a specific field. When the school has not identified individuals, the project coordinator has assisted by recruiting and referring prospective aides to schools.

Inservice Education

Workshops were held on a monthly basis beginning in December, 1972. The purposes of the workshops were two-fold: the development of skills of the instructional aides, and the acquisition of feedback about the program. Topics presented included techniques for motivating and working with students and specific information on the various vocational areas. Workshops were held in one central location during the 1972-73 school year. To alleviate transportation problems and to provide smaller group size, area workshops were held for Valley, South, and Central schools during the 1973-74 school year. Lectures and small-group discussion techniques were used in the workshops; occasionally, groups met according to vocational subject areas. A unique addition to the workshops was the introduction of Organizational Development training sessions on a bimonthly basis during the 1974-75 school year and audio-visual training sessions on the alternate months.

Inservice education in 1975-76 was conducted in workshop sessions. Major topics in the nine sessions included the following:

Orientation and Program Overview

The Aide/Teacher Relationship

The Career Ladder

Social Development

Subject Area Seminars

Recordkeeping and Accountability

Use of Audiovisual Equipment and Materials

Motivation of Disadvantaged Students

Planning Instructional Materials and Activities for the Disadvantaged Student

Small Group Planning Seminars

Instructional Materials

During the 1975-76 school year the provision of instructional materials became an important element of the A.C.E. program. Three sets of teacher - developed materials were produced and disseminated in the project. They included a 20 minute slide tape presentation for homemaking students entitled "The Supermarket," and a set of language master photo and sound cards for industrial tool identification entitled "500 Tool Technology." Also provided by the project was a 16mm film, entitled "What To Be," which dealt with vocational decisions made by a senior level Spanish-surnamed student.

Thirty-five mm cameras, lenses, projectors, cassette tape recorders, and other related materials were provided to some schools. These resources supported the development of slide presentation accompanied by taped narratives describing vocational offerings available to students.

Handbook

In Spring, 1973, teachers and aides prepared a handbook to provide information on the intent and operation of the A.C.E. Program. The A.C.E. Program handbook was utilized extensively by aides, teachers, and administrators during the 1973-74 school year. Sections on community agencies, teacher/aide relationships, and a bibliography were added in an updated version for 1974-75.

Advisory Committee

In the Fall of 1973 an Advisory committee was formed for Programs for the Disadvantaged in Vocational Education; the committee included members from both the public and private sectors of the community. Institutions represented included the Employment Development Department, Rockwell International, Pacific Telephone Company and the Department of Public Social Services. Also serving were representatives from the school district, including one administrative

coordinator, one principal, two teachers and two students. The committee was enthusiastic and provided invaluable input for improvement of the A.C.E. program.

The advisory committee met three times during the 1973-74 school year, reviewed the ongoing program intensively, and recommended the following: that aides serve an entire school year, that the number of aides be increased, and that students who received assistance be followed up to determine the impact of the program.

The advisory committee met an additional three sessions during the 1974-75 school year. The advisory committee was brought up to date on the status of the recommendations made during the 1974-75 school year, two of which were implemented. The creation of the specialized instructional aide class code made it possible to have the aides serve for the entire school year, and the combined VEA Part A project and VEA Part B set-aside funds made it possible to increase the total number of aides hired during the third and final year of the Part A project.

PROJECT GOALS AND OBJECTIVES

The purpose of the 1975-76 project was to provide disadvantaged vocational students enrolled in regular vocational classes at 12 of the district's most severely impacted schools with the following services: (1) individualized instruction via instructional aides selected by the district's classified personnel branch on the basis of demonstrated competence in vocational skills and interpersonal communication skills, (2) commercially prepared instructional software adaptable to the needs of these young people, (3) materials not available commercially produced and distributed to participating schools by the district, and to students by the district's career advisors.

Continuing project objectives for the 1975-76 school year were as follows:

> Teachers and students will rate the effectiveness of the program in improving vocational skills in vocational courses during the 1975-76 school year with a median rating of 3.0 or more on a scale from 1.0 (low) to 4.0 (high).

Teachers and students will rate the effectiveness of the program in improving academic skills in vocational courses during the 1975-76 school year with a median rating of 3.0 or more on a scale from 1.0 (low) to 4.0 (high).

Attendance of students in vocational education classes with ACE aides during the 1975-76 school year will be higher than attendance of students in comparable classes during the 1974-75 school year.

The impact of the ACE Program will reduce the student dropout rate among students served during the 1975-76 school year as reported by ACE aides.

Teachers and ACE aides will rate the effectiveness of the program in improving student attitude toward self, education, and employment during the 1975-76 school year with a median rating of 3.0 or more on a scale from 1.0 (low) to 4.0 (high).

Students served by the project will be able to correctly identify tools, machines, or terms commonly used in their vocational classes.

EVALUATION PROCEDURE

The evaluation of attainment of project objectives for the 1975-76 Aides to Career Education Program was conducted in three areas: (1) analysis of quantitative data; (2) administration of questionnaires to certificated, classified, and student personnel; and (3) onsite visitations by project administrators.

Analysis of Quantitative Data

Quantitative data relating to the grade level of students, type of disadvantage, and degree of success of the student were accumulated by A.C.E. aides on program data sheets. These data were summarized and tabulated.

In addition a sample of A.C.E. aides completed an aide profile questionnaire. Data from these questionnaires provided an overview of the aide population.

Data on student attendance, grades in vocational education courses, and citizenship marks were gathered from the cumulative record cards of a sample of students. Median grade and citizenship marks were calculated where complete data were available.

FINDINGS

Table I

Students Served by A.C.E. Program

Grade Level	N
9	9
10	256
11	290
12	456
Total	1011

Table 1 is based on Form 5.

Table 2

Identification of A.C.E. Students

Type of Disadvantage	N*	Percentage*
Academic	749	74%
Social	323	32%
Economic	164	16%
Cultural	269	27%
Other	68	7%

*Duplicated Count
Table 2 is based on Form 5.

Teachers and aides were also asked to assess on a monthly basis the results of the program on individual students. Their responses indicated that results were positive with 57% of the students, negative with 14%, and neutral with 29% (see Table 3).

Table 3

Staff Evaluation of A.C.E. Program
Effectiveness with Individual Students

Type of Results Reported with Students	N	Percentage
Positive Result	1147	57%
Negative Result	289	14%
Neutral	591	29%

Table 3 is based on Form 5.

A sample of A.C.E. aides completed an aide profile questionnaire (see Table 4). Many of the A.C.E. aides in the sample were continuing with some form of postsecondary education while working with the program. Approximately one-third of the aides were fluent in Spanish.

Table 4

Profile of A.C.E. Aides

Characteristic	N	Percentage
Sex		
Male	32	28%
Female	81	72%
Mean dependents / A.C.E. aide .85		
Age - range: 18 to 67 years Mean age 30.6 years		
Highest grade attained		
Less than 12th	0	
12th Grade	41	
Jr. college (A.A. - 20)	39	
4 yr. college (B.A. or B.S. - 23)	31	
R.O.C. (inc. with 12th grade educ.)	2	
Number fluent in Spanish	37	33%
Number currently enrolled in postsecondary education	53	47%

N = 113

Table 4 is based on Form 7.

Table 5

Attendance of Students in Classes With A.C.E. Aides

No. of Students	Mean Absences Spring, 1976	Mean Absences Spring, 1975
355	9.28	13.34

Table 5 is based on Form 8.

The vocational education course grades of a sample of students during Spring, 1976, yielded a median grade point of 2.9 (on a scale from 1-F to 5-A) (see Table 6). Median citizenship marks for the students were satisfactory in work habits and midway between satisfactory and excellent in cooperation (see Table 7).

Table 6

Grades of Students in Vocational Education Classes With A.C.E. Aides

N	Frequency of Grades Spring, 1976*					Median Grade (A=5, F=1)
	A	B	C	D	F	
290	35	51	104	74	26	2.9

Table 6 is based on Form 8.

Table 7
Citizenship Marks of Students in Vocational Education Classes With A.C.E. Aides

N	Area	Frequency, Spring, 1976* Excel.	Satis.	Unsat.	Median (E=3,U=1)
290	Work Habits	93	133	64	2.1
290	Cooperation	144	119	27	2.5

Table 7 is based on Form 8.

Analysis of Questionnaire Data

In April, 1976, questionnaires were distributed to the A.C.E. aides; completed forms were returned by 50 respondents. A.C.E. aides were asked to rank the major activities they performed in order of the amount of time devoted to each. Analysis of the rankings indicated that the major tasks performed by the aides related to assistance in vocational, affective, and academic skills (see Table 8). According to project guidelines, supportive tasks, such as clerical duties and preparation of instructional materials, were to be secondary to direct assistance to students. The rankings of most respondents indicated compliance with these guidelines, as they also did during the previous year.

Table 8

Ranking of Amount of Time Devoted to
A.C.E. Aide Activities

ACTIVITY (rearranged in rank order)	FREQUENCY Devoted most time 1	2	3	4	5	Devoted least time 6	MEDIAN RANK 1975-6	1974-5
Providing vocational skills assistance to students individually and in small groups	23	4	5	2	3	0	1.3	1.2
Assisting students in attaining positive attitudes toward education	3	16	9	6	1	1	2.4	3.0
Providing academic assistance to students individually and in small groups	5	11	12	5	3	0	2.7	2.3
Preparing instructional materials	1	3	5	11	13	3	4.3	3.8
Clerical duties	4	3	5	7	11	6	4.4	4.3
Communication with parents and other district personnel	0	0	1	4	5	26	5.8	5.8

Table 8 is based on Form 1.

Aides were also asked to rate other aspects of the program. Median ratings of most aspects of the program were positive, ranging from 3.0 to 3.9 on a scale from 1 (low) to 4 (high), showing improvement over median ratings from the previous year (Table 9).

Table 9

Aide Ratings of A.C.E. Program

ITEM	FREQUENCY					MEDIAN	
	Doesn't Apply	Poor			Good		
	0	1	2	3	4	1975-6	1974-5
Rate the following aspects of the program							
In improving vocational skills of students	3	0	6	14	27	3.6	3.7
In improving academic skills of students	3	1	14	16	16	3.0	3.0
In reducing the dropout rate among students assisted	3	4	10	16	17	3.0	2.6
In improving self concept of students assisted	1	2	6	14	27	3.6	3.3
In improving attitude toward school of students assisted	1	0	10	18	21	3.3	2.9
In improving attitude toward employment of students assisted	6	0	7	16	21	3.4	3.1
The teacher's understanding of your role	0	5	6	18	31	3.7	3.7
The teacher's acceptance of you in the classroom	2	2	4	2	40	3.9	3.9
Your work schedule	0	0	3	11	36	3.8	3.8
Number of hours/week budgeted	0	12	4	19	15	3.0	2.9
Method used to identify disadvantaged students you work with	2	8	6	17	17	3.1	2.8
Overall adequacy of inservice education	1	3	7	21	18	3.2	3.1

Table 9 is based on Form 1.

Aides also completed open-ended questionnaire items relating to inservice education needs, contributions of the program, and recommendations for improving the program. Several major contributions of the program were identified by aide respondents. Most related to the program goals of providing vocational and academic help to students (see Table 10).

Table 10

Comments of A.C.E. Aides

ITEM	Categorized Comments	FREQUENCY*
What do you feel are the major contributions this program has made?	Motivating students	27
	Individual assistance for students	24
	Improved vocational education	10
	Aid for disadvantaged students	10
	Relating to students	4
	Helping students keep up on make up absences	4
How could the program be improved?	Provide more hours/day and days/year	22
	Improve the teacher's understanding of the aide's role	11
	Increase the number of aides	3
	Improve the schedule and locations for inservice education	3
	Increase project supervision of aides	3
What type of inservice education would be of most benefit to you at this time?	Provide workshops for the different subject areas	21
	Techniques for dealing with discipline problems	11
	Career education	9
	Workshops which involve both aides and teachers (communication skills)	5
	Provide opportunities for group discussion	4
	Provide assistance with instructional techniques	3

*Duplicated count N=50

Table 10 is based on Form 1.

A number of areas of concern arose among recommendations for improving the program which were mentioned by aide respondents (see Table 10). A significant number of respondents indicated a need for increasing the number of hours and days budgeted for A.C.E. aides. A problem cited by ACE aides during the 1973-74 and 1974-75 school years was the need for clarification of the aide's role in the classroom. Results from this year indicate that some improvement is still needed.

The need most often cited in the area of inservice education was for workshop sessions devoted to specific subject areas within vocational education (see Table 10). The need for assistance with discipline-related situations was also mentioned.

Questionnaires were administered in April, 1976, to each of the teachers to whom an A.C.E. aide was assigned. Completed questionnaires were returned by 90 respondents. Median teacher ratings by the respondents of selected aspects of the program ranged from 3.2 to 3.8 on a scale from 1 (low) to 4 (high) (see Table 11), indicating that teachers were generally satisfied with the program. Teacher ratings of many aspects of the program were higher than those of the previous year. Ratings of three new elements of the program, student abilities in identifying tools, career guidance service, and the provision of instructional software and hardware, were given median ratings ranging from 3.2 to 3.7, indicating success in these areas.

Teachers were also asked to rate the adequacy of their A.C.E. aides in a number of areas. Median ratings by teachers ranged from 3.8 to 3.9 on a scale from 1 (low) to 4 (high) (see Table 12), indicating that teachers were well pleased with the quality of the aides, even more so than the previous years.

Teachers responded to open-ended questionnaire items relating to contributions of the A.C.E. program, recommendations for improving the program, and further needs for inservice education. Most frequently mentioned as contributions to the program were individual assistance to students, particularly the slower ones, and the release of the teacher for providing increased instruction (see Table 13). These were similar to those mentioned by A.C.E. aides.

Table 11

Teacher Ratings of A.C.E. Program

ITEM	FREQUENCY					MEDIAN	
How effective was your aide in:	Doesn't Apply 0	Very Ineffective 1	2	3	Very Effective 4	1975-76	1974-75
Providing assistance in vocational skills to students individually and in small groups	2	1	4	26	57	3.7	3.7
Providing assistance in academic skills to students individually and in small groups	11	1	6	36	36	3.4	3.3
Preparing instructional materials	9	4	5	31	41	3.5	3.3
Assisting students in attaining positive attitudes toward school	1	1	3	35	50	3.6	3.5
Assisting students in developing positive attitudes toward employment	8	1	4	27	50	3.7	3.4
Assisting students in improving self-concept	2	1	3	34	50	3.6	3.4
Communicating with parents and other district personnel	30	3	2	35	20	3.2	3.2
Dealing with discipline - related situations	20	5	4	38	23	3.2	3.2
Maintaining positive interpersonal relationships with you	2	1	3	22	62	3.8	3.8
Informing teachers and other school staff members about program goals and the role of ACE aides.	19	6	6	31	28	3.3	3.1
How effective was the program in:							
Preparing vocational education students to identify tools.	13	4	3	21	49	3.7	N.A.
Providing career guidance through career advisors	24	7	5	30	24	3.2	N.A.
Providing instructional software and hardware	29	7	3	28	23	3.2	N.A.

Table 11 is based on Form 2. N=90

Table 12

Teacher Ratings of A.C.E. Aides

ITEM	FREQUENCY					MEDIAN	
	Doesn't Apply	Inadequate		Adequate			
	0	1	2	3	4	1975-76	1974-75
Please rate the adequacy of your aide in the following areas:							
Content background and skills in your subject area	0	1	4	20	65	3.8	3.7
General academic skills	0	0	4	26	60	3.8	3.5
Willingness to accept responsibility	0	1	3	18	68	3.8	3.8
Reliability of attendance	0	5	3	17	65	3.8	3.8
Punctuality	0	3	4	20	63	3.8	3.7
Maturity	1	1	5	14	69	3.9	3.8
Appearance	0	0	2	22	66	3.8	3.8
Reliability	0	2	6	14	68	3.8	3.9

Table 12 is based on Form 2. N=90

Table 13

Teacher Comments

ITEM	CATEGORIZED COMMENTS	FREQUENCY*
What are the major contributions of this program to your instructional situation?	Individual assistance to students	61
	Release teacher for more teaching	25
	Assistance to slower students	13
	Development of instructional materials	7
	Improvement of self-concept and attitudes	7
	Assistance with non-English speaking students	5
	Rapport with students	3
How could the Aides to Career Education Program be improved?	Increased number of hours for aides	30
	Assign aides earlier in school year	21
	Continue aide assignments to end of school year	21
	Increased number of aides	15
	Review procedures for screening and selecting aides	6
	Continue inservice education	4
	Improve supervision of aides	3
	Recruit more bilingual aides	3
How did the project inservice education assist you in working with your students and your aide?	Information on utilization of aides	18
	Clarification of role of aides	14
	Use of materials	9
	Didn't attend	8
	Not needed	7
	Help in teacher/aide relationship	4

What assistance can the program provide to you to help you work more effectively with your aide?

31 Workshops
If so, do you prefer weekday afternoon? 12 or Saturday? 11
15 A Handbook
14 Individual consultation with program administration
_____ No assistance needed

*Duplicated count
Table 13 is based on Form 2.

Teachers again this year concurred with A.C.E. aides in their most frequently mentioned recommendations for improving the program. They were most interested in increasing the number of hours budgeted for each aide and the number of aides assigned to each school (see Table 13). They also felt that aides should be assigned from the opening to the close of the school year. Concern about selection procedures for aides was not as significant a problem in 1975-76 as in 1974-75.

A major strength of the inservice education activities mentioned by teachers this year was the emphasis on teacher/aide relationships and roles (Table 13). This had been a frequently-mentioned problem area of concern the previous year.

When teachers were asked how the program could help them work more effectively with their aides, many responded that no assistance was needed (see Table 13). Workshops, handbook, and assistance from project administrations were all identified as methods for assisting teachers in working more effectively with their aides.

Questionnaires were distributed to administrators in the schools where A.C.E. aides were assigned during the 1975-76 school year. Questionnaires were returned by 40 respondents. Some were completed by administrative personnel other than the principal. Major contributions of the program identified by administrators were similar to those mentioned by aide and teacher respondents - individual help for students, releasing the teacher to provide more instruction, and assistance to slow students (see Table 14).

The major administrator recommendation for improving the program was to increase the number of aides assigned to each school (see Table 14). For the third year almost all of the respondents reported that no significant administrative problems had arisen as a result of the program. Most felt that no further inservice education was needed.

Most administrator respondents again reported the need for additional A.C.E. aides.

Table 14

Administrator Comments

ITEM	CATEGORIZED COMMENTS	FREQUENCY*
What are the major contributions of this program to the vocational education efforts in your schools department?	Individual help	25
	Releasing teacher for teaching	7
	Assistance to slower students	5
	Motivation through student rapport with aide	5
	Improved job skills	4
	Increased safety, improved discipline	
	Help for bilingual students	4
How could the Aides to Career Education program be improved?	Additional aides	19
	Assign aides early in the year	4
	Provide additional hours	3
	Increase inservice education	3
	Improve quality of aides by improving selection procedures	2
What administrative problems, if any, have resulted from the ACE Program in your school?	No problems encountered	30
	Need for more aides	7
	Preparation of payroll	3
What needs for further inservice education for the aides in your school/department have you noted?	No needs noted	26
	Use of AV aids	2

Is there a need for increasing the number of aides in the vocational program at your school?

Yes 38 (95%) No 2 (5%)

If so, in what subject area(s)

Industrial Arts 16	All subject areas 10	Bilingual 3
Business Education 18	Agriculture 4	Hospital Occupations 2
Home Economics 2		
Career Advisors 2		

*Duplicated count
Table 14 is based on Form 3.

Administrator ratings of selected aspects of the program ranged from 3.1 to 3.8 on a scale from 1 (low) to 4 (high) (see Table 15). Communication between the program and school staffs and parents continued to be an area of some concern during this second year, although improvement in this and other areas was noted in comparing ratings from 1975-76 to those of 1974-75.

Questionnaires were distributed to the six district vocational education supervisors. Three completed questionnaires were returned. Responses to open-ended items indicated that a lack of consistent communication between the program and vocational education supervisors was a continuing problem (see Table 16). All respondents recommended that efforts to involve supervisors in the program be strengthened.

A random sample of five students working with each A.C.E. aides was selected in order to evaluate student feelings about the effectiveness of the program. Questionnaires were completed and returned by 800 of the 950 students to whom they were distributed. Median student ratings of selected aspects of the program ranged from 3.5 to 3.8 on a scale from 1 (low) to 4 (high) (see Table 17). A significant number of students again responded "does not apply" to the item relating to academic assistance, indicating for the third year their perception that most assistance was in vocational and interpersonal areas. This was also indicated in their responses to an open-ended item relating to the type of assistance received from A.C.E. aides (see Table 18). Most identified vocational skills as an area of assistance received from the aide; a much smaller proportion mentioned academic skills.

Most student recommendations for improving the A.C.E. program again related to increasing of hours and days that aides were assigned (Table 18). Student comments indicated that ACE Counselor Aides were of much value, particularly in the areas of scheduling, career planning, and employment.

Table 15

Administrator and Staff Ratings

ITEM	FREQUENCY					MEDIAN	
	Doesn't Apply	Very Ineffective			Very Effective	1975 - 76	1974 75
	0	1	2	3	4		
How effective do you feel the program was in:							
Providing vocational skills assistance to students individually and in small groups	1	0	0	16	23	3.7	3.8
Providing academic assistance to students individually and in small groups	2	0	1	17	20	3.6	3.3
Reducing incidence of discipline problems	5	1	0	10	24	3.8	3.5
Improving communication with parents and other district personnel	8	1	3	20	8	3.1	3.0
Informing teachers and other school staff members about program goals and the role of ACE aides	5	0	5	19	11	3.2	2.9

Table 15 is based on Form 3. N=40

Table 16

Comments of Vocational Education Supervisors

ITEM		FREQUENCY
How did the A.C.E. program effect communication with your office?	Kept well informed	2
	Communication was inadequate	1
How could this communication be improved?	Provide to supervisors copies of memos and brochures for teachers and building administrators	3
	Involve supervisors in inservice education of aides	3
How have aides from the A.C.E. program contributed to the effectiveness of instruction	Helpful to teachers	3
How could the A.C.E. program be improved?	Provide more aides	1
	Improve selection of aides	1
	Improve communication with supervisors	1
	Clarify guidelines for allocation of aides to schools	1

Table 16 is based on Form 6.

Table 17

Student Ratings of A.C.E. Program

ITEM	FREQUENCY					MEDIAN	
	Doesn't Apply	Not Effective			Very Effective	1975 - 76	1974 75
	0	1	2	3	4		
How effective was the A.C.E. aide in:							
Helping you and other students in you class	21	8	38	173	560	3.8	3.9
Getting along with you and other students in your class	26	15	38	126	595	3.8	3.9
Helping you improve in vocational skills	41	28	49	203	479	3.7	3.8
Helping you improve in reading and/or math skills in the vocational class	358	41	51	131	219	3.5	3.3

Table 17 is based on Form 4. N=800

Table 18

Student Comments

ITEM	CATEGORIZED COMMENTS	FREQUENCY*
What kind of assistance did you receive from the A.C.E. aide?	Help with vocational learning problems	547
	Someone to talk to	71
	Counseling	40
	Help with study skills	35
	Aide was patient	35
	Encouragement	19
	Help in catching up	19
	No help at all	11
	Help with equipment and machinery	3
How could the A.C.E. Aide be of more help to you?	Help provided was very satisfactory	246
	Aide should be there longer	166
	Be more helpful	37
	Provide better explanations	13
	Aide should have better control of subject matter	11
	Aide should be more patient and relate better	8
How were you helped by the career guidance counselor?	Class schedule preparation	85
	Career planning	75
	Much help	48
	Job interview help	27
	College advisement	24
	Help getting summer job	24
	Encouragement	24
	Basic Education Opportunity Grant	8
	Trade school information	8
	Field trips	5
	School forms	3
	Didn't visit counselor	174
	Not much help	21

*Duplicated count N=800

Table 18 is based on Form 4.

CONCLUSIONS

The conclusions which follow are based on data gathered to assess the attainment of program objectives and to provide feedback on related areas of the program.

The responses of all categories of respondents indicated that the program was effective in meeting its overall goal of increasing individual assistance to disadvantaged students in vocational and academic aspects of vocational classes.

Respondents indicated again this year that the program had a generally positive effect on the students assisted, particularly on slower students who were behind in their work.

The utilization of aides during this third year that the program has been evaluated was again in compliance with program guidelines which required that the greatest efforts of the aides be in the area of direct assistance to students.

Project objectives for median ratings of 3.0 or more (on a scale from 1-low to 4-high) in selected aspects of the program were met in all areas. Most median ratings by aides, teachers, administrators, and students were higher in 1975-76 than in 1974-75.

The attendance of students in classes with A.C.E. aides was higher in 1975-76 than in similar classes during the 1974-75 school year.

Inservice education was again found to be generally effective. Teacher involvement was reported to be much improved over last year. The need for subject matter oriented sessions was again strongly recommended this year.

Improvement in the understanding of the aide's role by both aides and teachers continued during 1975-76. A few aides and teachers still reported that further improvement was needed. Slight improvement in communication between vocational supervisors and the project was noted, but the need for involvement of supervisors and further improvement in communication continues.

The provision of career guidance counselors and of instructional software and hardware was found by teachers to be valuable. Student abilities in tool identification was also found to have improved.

For the third year the number of hours assigned to each aide and the number of aides assigned to each school were again reported by all categories of respondents to be inadequate to meet student needs.

RECOMMENDATIONS

The following recommendations for improving the Aides to Career Education Program are based on findings and conclusions:

The program should continue its emphasis on providing individual assistance to disadvantaged students in vocational education classes.

Successful program efforts to clarify the role and limitations of aides to teachers, administrators, and aides should be continued through orientation, inservice workshops, and a handbook.

Means of increasing the numbers of hours assigned to aides and the numbers of aides to schools should be examined.

Strong efforts to improve communication between vocational education supervisors and the A.C.E. program should be initiated.

The organization of some inservice education sessions around specific subject matter specialties for aides working in those areas should be continued and given increased emphasis.

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APPENDIX A

Form 1	Aide Questionnaire
Form 2	Teacher Questionnaire
Form 3	Administrator and Staff Questionnaire
Form 4	Student Questionnaire
Form 5	Program Data-Aides to Career Education Program
Form 6	Supervisors of Vocational Education Questionnaire
Form 7	Aide Profile
Form 8	Attendance, Grade, and Citizenship Tabulation Form